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ABSTRACT

The teacher of elementary level gifted students discusses successful creative writing activities. Among the reasons for students to learn writing early in the educational program are that written expression complements oral communication, heightens awareness of ordinary experiences, and helps students become more appreciative of language. Activities found to be successful with first graders include creating stories and sentences based on a frame sentence provided by the teacher and telling stories as a group activity and then writing down each child's contribution on a large chart paper. Other activities are creative drama, brainstorming, playing with words, investigating word meanings, and analyzing song lyrics. Guidelines for an activity titled "What Can You Do with a Shoe?" (which involves brainstorming) are included. (SW)

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CREATIVE WRITING

FOR GIFTED CHILDREN

BY BETTY CHASTEEN

Paper presented at the Spring Meeting
of the Missouri Association of
Teachers of English.
Marshall, Missouri
April 3, 1982

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CREATIVE WRITING FOR GIFTED STUDENTS

Being a creative writer takes much effort. It doesn't just happen. This is supported by a recent comic strip of "Shoe" where Mr. Shoemaker and Muffy decided to ask the Perfesser for some pointers about creative writing. This was the Perfesser's reply, "Writing is simple. First, you have to make sure you have plenty of paper, sharp pencils, typewriter ribbon. Then put your belly up to your desk, roll a sheet of paper into the typewriter, and stare at it until beads of blood appear on your forehead."*

Since gifted children are capable of sweating blood, creative writing is a must for them. Some of them are already terrific at creating stories and other excuses, but for many of them, creativity is difficult to accept and to share. One of the best ways to become better acquainted with students is to be yourself and share your true self with the students. Gifted students appreciate this honesty. I share myself with my students through projects which I expect early in our relationship and in which I also participate.

Some of the activities we share together are writing our names in large block letters and then filling in the letters with words or phrases beginning with each letter which are descriptive of our personalities and feelings. Bio-poems have been very successful. By giving the students a frame-work and a pattern to follow, they can plug in information about themselves. Some groups have drawn around their bodies on large mural paper and then filled in their shape with drawings, expressions, "I can" statements or "I like" statements which tell about themselves. In a pretend sort of setting, we write within the frame sentence, "I use to be ....., but now I'm .....". Another successful activity we have done to improve our

*From the cartoon comic strip, "Shoe" written by Jeff MacNelly and appearing in the St. Louis Post Dispatch on February 21, 1982.

skills at taking notes was to have each member of the group make a presentation about themselves. We all took notes. At the end of the presentations, which took two or three class sessions, I prepared a test over the information given by each presentor. They could use their notes to try to find the correct answers to the questions. A dress-up day is also very effective. Every item worn must in some way relate the feelings of the person or their personality in some way.

Why write? Well, I ask you, why not? I was pleased to learn that you had an earlier presentation about writing in kindergarten. That's terrific! I think that most children want to write just as soon as they realize that what they say can be written down. Therefore, I think children should be encouraged to write as soon as they are interested.

Communication is a very important skill. Students who are in my classes have often heard me say that it is very valuable to them to be able to speak and write well. If they cannot communicate their research and bright ideas to other people, they will be wasting their time to do the research and their ideas will never get beyond their own desk top. Therefore, no matter what they do and no matter how creative their ideas or how valuable their answers to problems, the most important skill for them to have is the power to effectively communicate with other people.

The process of writing becomes the goal of our writing sessions. We investigate and develop good written communication skills through our attempts at expressing ourselves with the pen. But we also attempt to analyze and develop better skills in oral communication along with the writing we do. I find it difficult to separate the two completely. They compliment each other and become part of each other.

Students learn to write by writing and this learning should begin early in the educational program. I cringe each time I hear it said that first graders can't do all that writing on their own. They can and they will if writing is nurtured and developed early and continued throughout their elementary schooling. I'm sure that most high school English teachers would appreciate a rich elementary writing background for their students. In my opinion, the reason most students have not developed their writing skills more fully is they have not been given the encouragement and motivation to write.

There are other reasons for having students write. Students begin to become more aware of every day, ordinary experiences through awareness. They can be encouraged to look at very common things in an uncommon way, thus allowing their analysis skills to be sharpened and providing a framework for the development of their imaginations. Writing helps make them more appreciative of their language -- its power and beauty, its rhythms and sounds. Students begin to develop more interest in the writings of others and can be led to more involvement with literature through their own writing experiences. Writing provides an outlet for sharing wild ideas or astounding discoveries. And writing gives an opportunity to share feelings which can only lead to a better understanding of other people and their feelings.

I believe that writing in the elementary school should be fun. It is a rewarding kind of self-expression. There is a definite relationship between written and spoken language and most children are aware of this relationship as pre-schoolers. I found most first graders to be anxious to write and enthusiastic about being able to record what they could say. First graders can create their own stories and sentences very early in the school year. And I believe creating their own sentences provides a much richer learning experience

than filling in several blanks on a ditto page. So, as a first grade teacher, I provided frame sentences for students. Early in the year, they copied the frame and illustrated their ideas to complete the sentence. Later they could complete the frame with words in their writing vocabulary. Other activities I found successful with first graders were:

.....Telling stories as a group activity and then writing down each child's contribution on large chart paper. Then I could cut up the story and have the child copy his part and illustrate it. When we put the ideas back in order, we had the experience of sequencing a story. The group stories make fine classroom displays and provide an opportunity for much reading practice.

.....I always enjoyed assigning students the task of observing something special on their way to school or at recess time. Then I would write what they saw on large paper such as "Mary saw grass waving in the wind." Mary could then rewrite her story, but change her sentence to read "I saw grass waving in the wind." Our first graders do a lot of writing. Their teachers take every opportunity to display their writings in and around our school and community.

It is important to me that children have many opportunities to play with our language -- listen to the sounds of words, make up words, become familiar with other forms of communication such as sign language, Braille, picture writings, or foreign languages. My students take advantage of these experiences as often as possible. Our teacher of the deaf students receives help from several of my students in communicating with her students. And my students take advantage of learning German and Spanish, the only foreign languages offered in our high school. I will share some of the

word development activities I use later.

Our gifted program is structured to take advantage of Bloom's Taxonomy. I post the levels of thinking from the Taxonomy on the wall in my classroom and my children are very much aware of the various levels. We use the verbs and the products in planning our independent studies. There are many ideas contained in the verbs of the Taxonomy. Many suggestions are made through the Taxonomy for students to be creative in their reporting.

I think it is necessary for students to talk a lot about their ideas and opinions before we attempt to write them down. We have many group discussions about current issues, problems or interests. These discussions bring many thoughts and ideas to the students' attention. They then have more than one idea to work with when they begin to write. Where do I get ideas for writing assignments?

I listen to students and pick up on their interests. I do this through individual conferences, group discussions and the use of an interest inventory.

I have access to many resource books which are full of ideas. I have prepared a list of the materials which I used to pull together some ideas for this presentation as a handout. There are many, many other resources available to you.

I observe special collections my students are anxious to share and take off when the opportunity presents itself.

Natural phenomena such as snow, rain, sunshine and rainbows are very helpful in creating situations for creative expressions. Have you ever considered some Sunny Day Writing Experiences? Here are a few suggestions. Relate happiness to sunshine. Write about how bright your future looks. Imagine a trouble free day and write about it under the title, "Not a Cloud in the Sky". Take some photographs on a sunny day and relate a story to them.

I talk to teachers about what is happening in their classrooms or any special units at their grade level and then plan my activities accordingly.

Some days I allow the children to participate in creative drama activities and later follow those up with writing assignments that develop from their movements or ideas.

And we brainstorm. My students love to brainstorm. An example of a simple brainstorming activity is to list as many things as you can which have horns after researching the unicorn. In my classroom, we also brainstormed some ideas for "What Can You Do With a Shoe?" Using their ideas and some of my own, I have prepared a resource unit for you to take with you on some writing activities related to shoes.

Often I enjoy selecting one of my favorite stories and sharing it with the students. That leads us to many adventures. Recently, I shared "How to Eat Fried Worms" written by Thomas Rockwell. That led to some quick research on the reasons why people do not eat worms and the nutritional value of worms as a food source. We then created advertisements to promote the use of worms in our diet and created our own recipe book of worm dishes. We debated the advantages and disadvantages of eating worms within our group.

As I mentioned earlier, I think that playing with words is a very important creative activity. We have much fun with words and their sounds in my classes. We collect words just for their sound and then save them on the overhead transparencies or hang them from the ceiling. We create word boxes or just develop our own dictionaries. We collect words such as loud words, silly words, or scary, wet, colorful, gentle, private and over-used words. Have you ever considered the overload we put on the word nice? I developed a story with the word nice used frequently and then asked my students to reword the story, keeping the intended meaning, but not using nice. I also had to insist that they

not repeat a selected word or they tried to overload good and sweet. Up is another over-used word. We developed a poster of up-words and phrases and attempted to explain the meanings of the more unusual ones such as "Up for robbery" or "Up to my ears" with cartoons.

We investigate the origins of various words in our language. For example, sandal - a kind of slipper, is Persian; nevada - snow-covered, is Spanish; hurricane comes from huracan - a violent storm. from the West Indies.

We recognize slang as students know it and, instead of fighting them, I join them. I have had them write down common slang expressions they use. We call it kid talk. Then they surveyed parents, grandparents and teachers to learn some expressions used in their day. We compared expressions and grouped them according to common meanings. The next step was to write some future expressions to fit each category.

Since various occupations have their own language or jargon, we selected a profession of personal interest and then tried to find out some jargon examples. This activity was followed with some predictions of future job opportunities and a suggested list of special vocabulary for each particular job.

An interesting activity which we did relating to base or root words was to investigate various -ologies. I gave the students a list of Ology words such as psychology, geology, or paleontology. They then had to guess at the meanings of each study based on their experiences with similar word beginnings. Next they researched the words to learn their definitions. Then we wrote our own -ology words to fit a definition which I gave them or which they made up.

Since creating new words fits creative writing, we enjoy trying to add to Webster's list! Some creative activities we have done are to make words by combining the standard postal abbreviations from the fifty states,

combining two words to invent sqwords, combining a long list of words and then trying to pick small words from the chain, writing our own wordles such as sloppy joes ($J^{o}_{e}s$), and thinking up Hink Pinks. Although the words we often created were not necessarily new words, the search for words in different places was a different experience for most of my students. We also like the challenge of trying to find palindromes in words and sentences.

Grammar can be fun and we play around with parts of speech to prove it. It is a challenging game to try to describe various ice cream flavors with different adjectives and then to remember each one long enough to repeat everyone's choice around the circle. Often we just take a word such as sunset and develop a phrase by adding adjectives -- cinnamon, colorful, painted sunset.

Poetic phrases develop with the use of alliterations and they provide some fun while learning. We develop an alphabet of alliterative animals which includes agile alligator, boisterous baboon, and curious cat. We have adopted a particular letter sound for a day and listed as many words as we could which begin with that sound. Then we try writing a story using as many of the words from our list as possible. This activity is well received by primary teachers when they are emphasizing that phonetic principle.

To widen our vocabulary, I present a word each class period which most students have not met before. They then have to guess at the meaning of the word based on something they can relate to parts of the word. They especially like the long words such as sesquipedalian or septuagenarian, but many small words present an equal challenge -- aglets or berm. Here are some of my students' contributions to the meaning of pandemonium -- a panda bear that likes to munch from a pan, a panda that goes to the Muny on Monday, or a panda that lives in a condominium.

Have you ever tried to transmogrify old proverbs? Here is an example of a transmogrification: The avian fowl whose habit is to rise prior to the accustomed time apprehends the bilateral invertebrate. Of course, you recognize that proverb as "The early bird gets the worm." It is interesting to research some proverbs and then try to rewrite them. And it becomes more fun when you can trick the teacher!

The magic glasses writing experiences allowed us to be creative in other curriculum areas. We compared various parts of the body to strange objects and justified our comparisons in writing. For example, what part of the body makes the best tunnel or ski slope. In Social Studies we forced comparisons by taking a famous person from the past and deciding what present-day occupation they would fit. Math relationships were recognized by comparing the best number to serve as a tree or piano or bird.

More writing experiences can be related to the individual's past. Here is one I've tried. We filled a small trunk with a variety of small items. Each student selected an item and then wrote why their great-grandparents left that item just for them. They were asked to relate the item to their personality or special interests. Antiques provide many learning experiences. However, comparing antiques to other things which we prefer to have aged takes a different approach. Students are asked to write about something they think will improve with age. Letter writing to elder family members is great for learning what life was like in the past. A very positive project which grew from our interest in the past was the establishment of a Heritage Room. It was set up and is maintained by students in the gifted program. They have many opportunities to write thank you notes to contributors, signs for the displays, and articles for the local newspaper.

Generally, gifted children are very concerned with society's problems. They like to become involved in real problems and the possible solutions to those problems. With just a suggestion, they will express their opinions about such things as the changes they think should be made in our nation. Letters to their Congressmen or Senators are excellent ways to express their feelings. And when they receive a reply, the excitement runs high. Another good starter is "My biggest gripe is....." or "If I could talk to the President of the U.S.A., I would tell him about....."

Of course, there are many ideas available for story starters. It is also very effective to give students a story ending or the middle of a story and let them express their ideas to reach that place. Round robin writing spices up any classroom. That is where each student writes for so long a time, then passes the story to the next student to be continued.

Recordings of events in history provide a lead-in to discussions and allow for "What do you think should have been done or how do you think a different outcome to that event would have changed our lives?" An example might be "How would the world have been different if airplanes had been invented before cars?" or "What would we read written by Mark Twain if he had lived in Las Vegas instead of Hannibal, Missouri?"

Students love the music of their times. It is very effective to have them bring in the lyrics to a popular song and analyze them. Then they can rewrite the lyrics to express their own concerns.

In order to better understand ourselves, we do some writing in the areas of self analization. I might ask them to list a dozen things they really like to do. Then I ask them to think about those things and evaluate them

on the basis of cost, risk involved, parent involvement, future value, social relationships and frequency of the activity in their lives. From this experience, they can write a brief autobiography.

Most gifted students are excited by science and experimental type learning situations. This leaves open wide the door to creative expression. Besides the creativity realized through their actual involvement, many writing adventures follow. "A wild inventor has invented a machine called a Geni. It does wonderful things. You can't tell for sure what it will do by looking at it. Draw your idea. Then establish some facts about what it could do based on the way you perceived it." "Imagine everyone's surprise at the incredible growth of chickens after you fed them a special food you had just developed. Describe the diet of your chickens."

When researching the contributions of famous people to our society, it can lead to exciting creative writings. For example, "Thomas A. Edison invented the light bulb, but with our energy shortages, it can no longer be used. What can we do with those light bulbs?"

I have many more suggestions for doing the writing, but let's move on to the publisning. What do you do with the writing when it is done? Well, you display it anywhere -- on an old tee shirt, on a banner, from the ceiling, as a chalk writing on the sidewalk. You send it to a magazine for possible publication. You make pamphlets to distribute at PTA. You write your own newsletter to send to parents. You share it with a local nursing home.

When you write, the questions concerning correct word usuage, legible penmanship, accurate spelling and proper sentence structure are sure to be discussed. Students do not learn to express themselves through writing by only filling in the blanks in a workbook or passing a grammar test by selecting the best answer. They will make errors when they write their own thoughts.

If too much emphasis is placed on those errors, most students will learn to avoid writing and will view writing as a drudgery instead of an enjoyable experience. Therefore, I think it is important to let students write. They only learn to write by writing. The grammar, spelling and penmanship can come about as a result of writing or in a variety of other learning experiences. If grading is a problem, tell the students ahead of time that you will be grading their spelling or sentence structure and do it on that assignment. But don't grade those things often on their compositions if you really want them to write. I am fortunate. Our gifted program does not require that grades be given. So students are free to express themselves. We have found many other ways to evaluate our efforts. The mechanics of writing can be incorporated into a final product on occasion, but again, I feel this can be over-done.

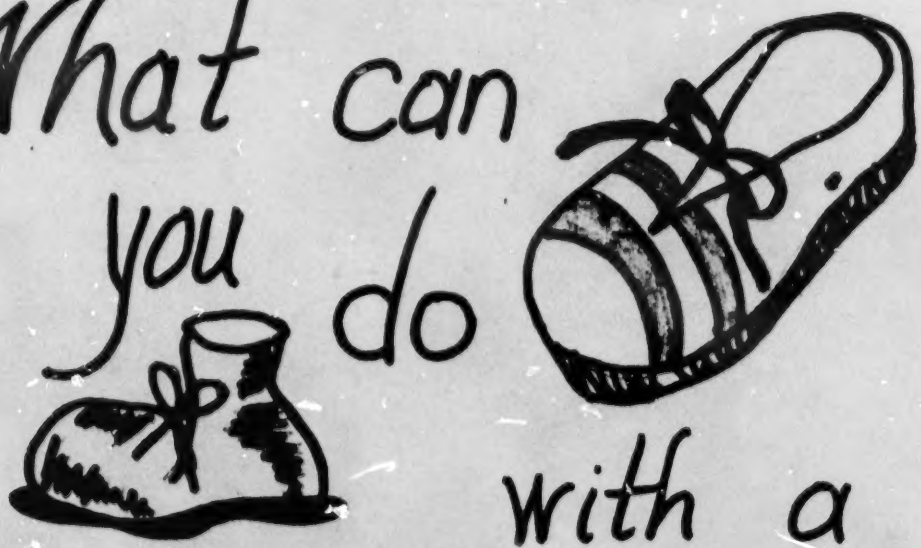
Evaluation is important to improving writing skills. Some editing tips I use are to evaluate our writing together in a group setting. We limit our editing to one idea or to short pieces of a child's writing. I direct their attention to what we are looking for in each evaluation session. For example, I might ask, "Are there any sentences which do not make sense? How would you suggest we reword that sentence to make it clearer? Is there a strong opening sentence? How could we make this more colorful -- what words would you suggest that we add?"

When I plan to evaluate a student's composition in a group setting, I always get permission from the student first. I have not had a student refuse my request, but if one did, I would respect that wish and arrange to evaluate that student's work individually.

As you can tell from this presentation, gifted students are no different than so called normal children. I find it challenging and exciting to work

with these special children, but you could do any of the activities I have suggested with any group of children. Your expectations might vary, but I have found that all children like to think if given the opportunity. Some require more assistance in writing their thoughts on paper, but that is part of the job of teaching. All children are individuals. Some like to write, some hate it. This is especially true of the group of children we call gifted. Some gifted children spell everything perfectly as is expected of them, but some of them don't care. Some of them have such hen scratching that even a hen can't read it and they may never even want to be doctors. But children do have ideas -- lots of them. It is a real challenge to the teacher to find ways to get those ideas out of their head, on paper or communicated in some way to a real audience.

What can you do with a Shoe?



A Resource Unit
by Betty Chastee
Perryville Elementary School
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Develop vocabulary:

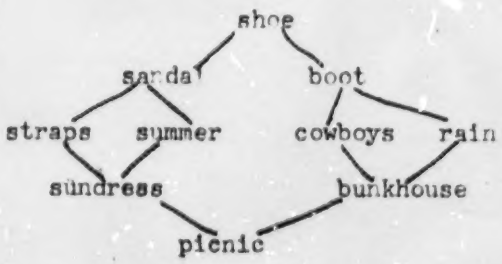
Find nouns or verbs or adjectives which begin with the letters:

S H O E

Create sentances where each word begins with the letters, S H O E, as

Some horses over eat.
Should Harry operate everyday?

Make a web of words that come to mind with shoe as the beginning word:



Play HANGMAN with various kinds of shoes.

Brainstorm as many kinds of shoes as possible, classify responses in appropriate groupings.

Play Around the World with expressions needing an adjective such as: Mary wears beautiful sandals, Bob wears dirty tennis shoes, Sarah wears colorful slippers, etc.

What is an aglet? a podiatrist?

Compare terms when they are used for shoes with other uses:

lace, loafer, tongue, heel, eye, etc.

Think of word pairs or homonyms: sole, soul

List twenty words related to shoes.
Think of rhyming words.
Make a word search puzzle.
Create a crossword puzzle. Call it a CROSS SHOE puzzle.

Using the dictionary, find other words that begin with shoe such as shoehorn, shoemaker, shoebill, etc.

Find out when shoe can be used as a verb. What is the past tense of shoe?

The following suggestions are just some starters for developing your own ideas for what to do with a shoe.

Some books to share with your students:

"What Can You Do With a Shoe?" by Beatrice Schenk DeRegniers. Illustrated by Maurice Sendak. Harper & Row, 1955.

"Try On a Shoe" by Jan Beck Moncure. Illustrated by Leonard Weisgard. The Child's World, 1973.

"Barefoot Boy" by Gloria D. Miklowitz. Illustrated by Jim Collins. Follett Publishing Company, 1964.

"A Pair of Red Clogs" by Masaka Motsumo. Illustrated by Kozue Mizumura. The World Publishing Company, 1960.

"The Elves and the Shoemaker". A Grimm Fairy Tale.

"Twelve Dancing Princesses". A Grimm Fairy Tale.

"The Little Old Woman Who Lived in a Shoe". Mother Goose.

"One Little White Shoe" by K. Gezi and A. Bradford. Illustrated by Dan Siculan. The Child's World, 1976.

"Shoes for Angela" by Ellen Snavely. Illustrated by Leonard Shortall. Follett, 1962.

"Shoes for Matt" by Elsa Falk. Illustrated by Tom O'Sullivan. Follett, 1960.

"Shoes for Punch" by Jocelyn Arundel. Illustrated by Wesley Dennis. McGraw, 1964.

"Shoes in September" by Bianca Bradbury. Washburn Press, 1964.

"Cinderella". A Fairy Tale by Perrault.

Bring in a shoe and ask questions about it:

Who do you think wore this shoe?
If this shoe could talk, what do you think it would say?
Where do you think this shoe has been?
What can you tell about the owner of this shoe from studying the shoe?
What do you think is the owner's favorite food, color, sport, TV show, etc.? Why?
Describe the person who probably wore this shoe?
How did this shoe help the owner in his/her occupation?

WHAT KIND OF SHOE DOES A GIANT NEED?

Create a shoe for a giant. Write a story on the shoe about the giant's adventures.

Action poem:

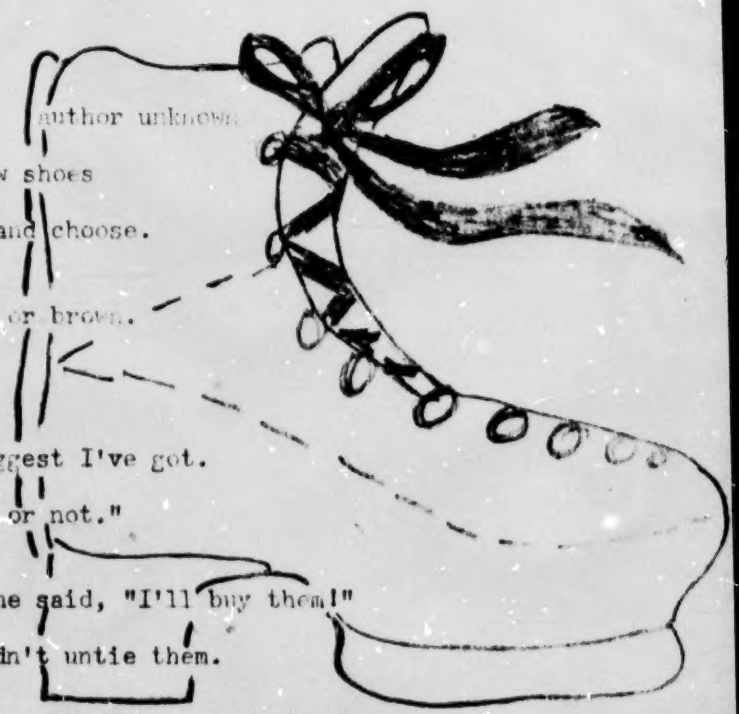
The Giant's New Shoes — author unknown

There once was a giant who needed new shoes
Left! Right! Tie them up tight!
Said he, "I'll go to the shoe store and choose.
Left! Right! Tie them up tight!

Big ones, or tall ones or black ones or brown.
Left! Right! Tie them up tight!
Give me the biggest pair in town."
Left! Right! Tie them up tight!

The shoe man said, "These are the biggest I've got.
Left! Right! Tie them up tight!
Take them and try them and keep them or not."
Left! Right! Tie them up tight!

"They fit!", roared the giant. And he said, "I'll buy them!"
Left! Right! Tie them up tight!
He wore them all year 'cause he couldn't untie them.
Left! Right! Tie them up tight!



Follow the pattern of the poem and create your own poem -- having a particular line to repeat after each line of your poem.

Write a plan for capturing a giant which involves his shoes.

Describe how your foot feels when your shoe is too big?

Compare a lady giant's shoe with a man giant's shoe?

Why do many giants wear sandals with long straps that wrap around their legs?

Imagine a predicament where you can't get your shoes off?

Develop word boxes with the first three letters of shoe:

SHO __ something to wear on your foot
SHO __ __ land bordering a large body of water
SHO __ __ __ pants worn on a hot day
SHO __ __ __ __ to make smaller
SHO __ __ __ __ __ part of your body between your neck and arm

Develop a word square with S H O E such as

S	H	O	E
H	A	V	E
O	V	A	L
E	E	L	S

Develop a word bridge by finding words to fit:

S _____	E	SHORE
H _____	O	HOODOO
O _____	H	OHRUSH
E _____	S	EAGLES

Write some HINK PINKS:

What do you call sad footwear?- - - - blue shoe
What is slipper gossip? - - - - - - - sandal scandal

Combine two words to make a new word:

worn + shoe = whoe "My whoes need to be replaced!"
cowboy + boot = cowoot "He looks western in his cowoots."

Write some "Did you Know" statements:

Did you know that a shoe has a tongue?
Did you know that more sneakers are sold each year in the United States than any other style of shoe?

Find out the favorite shoe style for your classmates by asking questions. Compile the information into a written summary.

Play a game of "Horseshoes". Write the directions for someone else to follow.

Find out how a horse is shoed. Write an informative paragraph about shoeing horses or other jobs performed by the blacksmith.

Compare the work of a cobbler and a modern shoe factory worker.

Create some analogies: A shoe is like a _____ when _____.
A shoe is to _____ as _____ is to _____.
A shoe is like a _____ because _____.

Create another plan for the prince to find Cinderella.

Rewrite another fairy tale making shoes the most important element such as Little Red Riding Hood taking her grandmother to a shoe store to buy her a birthday present.

Write a logic puzzle: (for example)

Ann, Rene, Tom, Issac and George were leading a group of students through a shoe factory. Determin who was first, second, third, fourth and fifth in line on the basis of the following information:

1. George was in the middle
2. George accidentally stepped on Ann's shoe.
3. When Ann tried to fix her shoe, Tom ran into George
4. If Issac had been paying attention, he could have warned Tom.

What if we had two left feet? Would that make life easier or harder for you? Why?

What if everyone wore the same kind of shoes? List the advantages and disadvantages.

Research shoes from different countries in the world. Write reports about shoes around the world.

Write an explanation for why people in another country wear those particular kinds of shoes.

What if a fireman wore high heels?

What if a ballet dancer wore hip boots?

How is a football shoe like an ice cream cone?

When is a shoe not a shoe?

If you were the old woman who lived in a shoe, what kind of shoe would you choose and why?

Write a sales pitch for a real estate agent to use when selling a new shoe to the old woman who lived in the shoe.

Create some statements related to how you feel about shoes as a group discussion. Make three signs - a happy shoe, a so-so shoe, and an unhappy shoe. Read the statements and let students stand in front of the sign that expresses their feeling about shoes.

Design shoes for the future. Write a sales slogan for the shoes.

What if it rained shoes?

If giraffe's wore shoes, what would they look like? What problems or advantages would it provide giraffes?

Investigate the meaning and purpose of brake shoes on an automobile. Write a paragraph to explain them to another person.

Famous sayings:

"If the shoe fits, wear it!"
"His shoes are hard shoes to fill!"
"Put your best foot forward!"
"Don't put your foot in your mouth."

Find other sayings related to shoes and your feet.
Create your own sayings.

Write an advertisement for shoes.

Do a survey:

How many steps does an average student take in a day?
How many miles does an average student walk in a week?
How long should a pair of shoes last?
If shoes cost $20, how much do they cost per day based on how long they should last?

Write a summary of information learned from surveying other students about shoes.

What if we covered hands with mittens all day as we cover feet with shoes? What would happen to school work? How would this affect eating lunch or brushing your teeth, etc.?

Did cavemen have better developed feet than we do? Did they use their feet more?

Write a supportive paragraph for going barefoot.

Pretend you are a new pair of shoes. Tell how you feel.

Create a reason for the squeak in your shoes.

Brainstorm some unusual uses for old, worn-out shoes. Make a class book in the shape of an old shoe with these ideas in it.